

The History
of
Mansfield University
to 1912

An Address
by Simon B. Elliott



Together

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PREFACE

Many people were involved in the creation of Mansfield Classical Seminary. But one person, a quiet, self-effacing man who led with compassion and persistence, was there at the beginning and made sure over the years that the Seminary would survive. He was a leader who wasn't afraid to get his hands dirty.

Simon B. Elliott was a visionary decades ahead of his time. Born on October 1, 1830 in Rome, PA he came to Tioga County when he was 11 and studied three years at the Wellsboro Academy. He was 18 when his family moved to Mansfield. Elliott was only 26 years old when he designed the second seminary building to replace the first one that burned down. He took part in the construction, doing much of the brickwork himself. A few years later he designed the Methodist church in town. The energetic Elliott was a Renaissance Man, serving as editor of the town newspaper, *The Mansfield Express* in 1856 and as state representative for two years beginning in 1860. In 1862 he helped secure the Seminary's new designation of Mansfield State Normal School. He worked for the Fallbrook Coal Co. and designed and built 200 coke ovens. He engineered two rail lines in southern Tioga Co.

He was also an attorney, an astronomer and a noted expert in geology.

He was a family man with a wife and two children. In the late 1860s Elliott designed and built the county jail and sheriff's office in Wellsboro. Today the building houses the Wellsboro Chamber of Commerce, the Tioga Co. Visitor's Bureau and the Tioga County Development Corporation.

In 1868 he started Edward Doane & Company which was a planing mill, sash and door factory. Elliott left Mansfield in 1883 to live with his daughter, Ada in Reynoldsville, Pa, where he worked as general manager of the Bell, Lewis and Yates Coal Mining Co.

Elliott was a conservationist who helped create the first state nursery in Clearfield, PA, helping reforest Northcentral Pennsylvania which had been ravaged by clear-cutting. He is author of the book *The Important Timber Trees of the United States*. Both the S.B. Elliott State Park in Clearfield and the Elliott Memorial Grove in Pittsburgh, Pa are named in his honor. A World War II Liberty Ship also bears his name.

Elliott was much appreciated during his lifetime. In 1911, the *Agitator* called him "Tioga County's Grand Old Man." The article went on to say: "Mr. Elliott is now in his 82nd year. He is the most remarkable, versatile and useful citizen of his years that we ever knew."

Elliott died six years later in Reynoldsville.

Elliott was ahead of his time in many ways. Mansfield University's tradition of welcoming students from all walks of life was embodied by Simon B. Elliott who wrote in 1870: "Strive to make education universal; that the rich and the poor, the child of those who have power and place, and those who tread the lowly paths of life, shall receive alike the blessings of education . . . and invite equally and alike, without distinction of sex or color, or race, or creed, or party, the children of all who may desire to participate in the opportunities here offered. That is the highest purpose for which Mansfield may be praised."

* * *

Simon B. Elliott's 1895 address recounts the beginnings of Mansfield Classical Seminary from a dream through completion. Its early history has all the elements of a great movie. There is the collective desire of men and women to have an institution of higher education. Understand, at the time Mansfield had fewer than 300 people and was one of the poorest towns in the county.

There's the rivalry between Mansfield and Wellsboro to have it located in their town.

There's the fund raising, and then the construction.

And there's the fire that destroys the seminary building four months after classes start in January 1857.

These people who worked so hard to create the seminary watched their dream disappear in smoke, but they certainly didn't despair. As Elliott says, while the fire still lit the sky, they began making plans to rebuild, even though they were in debt and had to raise yet more money.

The men, including Elliott, pulled out trowels and worked on the new building themselves. Women held picnics in Smythe Park to raise funds.

Then there's the betrayal. A few unscrupulous men bought stock in the seminary at reduced prices and tried to sell it. Elliott and his group stopped them. There's back room politics and public fighting.

Read this address and you will see how important higher education was to a group of people in the 1850s. Appreciate their dream and their persistence against all obstacles.

Read it and you will begin to know the courage, culture and moral character of Simon B. Elliott and others who sacrificed so much to create – and then maintain against all odds – an institution of higher education.

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While there were many who worked more than a decade to establish the seminary, Elliott is the quiet hero, the organizer, the dreamer, the fighter, the politician who never lowers his sites or his values as he works relentlessly to ensure the seminary's survival.

In the end, Elliott and his group succeeded. The Seminary survived and went through five name changes before it settled on Mansfield University of Pennsylvania.

Read his address and understand that a dream can become reality when one is willing to fight and persevere.

In our case, the dream of Simon B. Elliott and others has served generations of seven students through three centuries.

Elliott is careful to credit many others who were crucial to the early days of Mansfield Classical Seminary and later, Mansfield State Normal School. In fact, he refers to himself very little, which also says much about the man.

Elliott's 1890s address takes some effort from today's reader. His speech is formal and written in a manner appropriate for a public address in the 19th century. The effort is worth it because the caring, the passion, and the vision is here for all of us to share and appreciate.

That dream of making available higher education to all regardless of gender, race, creed or religion is just as strong today as when Elliott made his statement in 1870.

I hope everyone – students, faculty, staff, area residents, alumni and constituents – read this and gain a deeper understanding of our history and the unyielding courage and persistence it took 150 years ago to make Mansfield University a reality.

Dennis Miller '71
Director, Public Relations
Mansfield University
January 1, 2007

INTRODUCTION.



At the time of the delivery of this address the Trustees deemed it proper to publish it in order that the history of the early struggles of the school should not pass from the knowledge of its friends. It was also intended to add some further account of the efforts of the author of the address than he has given. Failure to obtain that has delayed publication until now, and even at this late date we have not fully got what was desired. As the reader peruses the following pages he will observe that Mr. Elliott, with few exceptions, refers to himself only when necessary to announce an important statistical fact, while in some important events-he speaks of "another," or "one" or "a member of the legislature," etc. Those who are conversant with the facts well know that these references, when rightly understood, mean Mr. Elliott himself.

When Mr. Hoard first conceived the idea of the establishment of a school of a high grade in Mansfield, Mr. Elliott was about twenty-five years of age, with somewhat enthusiastic temperament, and an ardent advocate of education. Hence, it is not to be wondered at that he entered heartily into the enterprise. He apparently had no important hand in the management of affairs until about the time the first building burned. After that period he was actively engaged. He drew the plans for the building and was superintendent of its construction. All through the dark days of its history he kept up a steadfast courage and inspired others with his zeal. From the time of the fire on to his removal from out midst-with the exception of a year or so mentioned by him-he was the one on whose shoulders some of its heaviest loads were laid.

The advent of Professor Allen to the principalship relieved him of much labor and anxiety, and it is pleasant to know that not only him but with all the other principals, he labored harmoniously and effectively. All who were friends of the school could count upon his friendship, and any and every opponent was sure to encounter his condemnation. His interest in the welfare of the school has never abated, although circumstances prevent his active participation in its management.

We present the address to the public as an impartial history of a struggle for good seldom equaled.

D.H. PITTS, President.

J.A. ELLIOTT, Secretary.

HISTORY OF THE MANSFIELD NORMAL SCHOOL.

In the year 1854 Mansfield might well have been, and probably was, considered the least important of all the villages located in the valley of the Tioga. Its chances for future prosperity could in no sense be looked upon as promising. It was but little above the dignity of a hamlet. There were two small stores, two small hotels, two churches and its educational institution consisted of a two story frame building, now standing near the corner just below, with only one room furnished and occupied, and that in the first story. In this was kept the village school. There were but few painted buildings—probably not exceeding twenty—in an area enclosed by a circle two miles in diameter. The only brick structures consisted of the basement of the old tannery and the dwelling house on Main street in the southern part of town, then known as the Benjamin Gitchell house. There were no manufactories except the tannery and a small sawmill adjacent, the latter long since gone. They were both run by the fitful waters of Corey Creek. Another old sawmill and also a woolen mill stood on the bank of the river just west of where now stands the fine and large borough Graded School building; but neither of them were then or ever afterwards in operation. The sawmill soon went to utter decay and the woolen mill was, some ten or eleven years later on, moved to a point near the railroad depot where it has ever since been used as a planing mill and sash and door factory. It was in contemplation, however, to erect a blast furnace, a fact which was afterwards accomplished. There was certainly nothing, except the furnace enterprise, to make the place more prominent and conspicuous or that gave it more promise of future prosperity than attaches itself now, and always has, to the average small country town in a reasonably long settled region. It is true it was favorably situated at the confluence of two streams, Corey Creek and the Tioga river, but not more so than Canoe Camp, two and one-half miles above at the mouth of Canoe Camp Creek.

The population could not have exceeded 250 to 300 souls, if as great as that; nor could the assessed valuation of property, in what are now the limits of the borough, have exceeded \$20,000. It only reached the sum of \$26,000 in the year 1858. The village was incorporated as a Borough, but with less area than now, Feb. 17th, 1857.

This was the condition of the town and its surroundings when Joseph S. Hoard, during the month of May or June, 1854, first suggested to Dr. Joseph P.

Morris, Rev. H. N. Seaver, Alvin Gaylord, and perhaps one or two others, the project of establishing in Mansfield an institution of learning of a higher grade than the average country Academy. There were two academies in the county, but their standard was not above the graded village schools of to-day. Mr. Hoard received no encouragement at this time from any one to whom he mentioned the matter except Dr. Morris, who had also contemplated a like enterprise, but it does not appear that he had made known to any his ideas in the case. Of course there was unanimity of sentiment between these two gentlemen, and it is pleasant to record that Dr. Morris' life has been bounteously lengthened out that he might see the full fruition of his desires. Mr. Hoard was cut down by death a few years ago, but he lived to see the school planted on a sound basis and eminently successful. Both were always unselfish friends of the institutions.

Nothing further was said about it by Mr. Hoard that I could ever learn, until on the fourth of July following, when he made known to quite a number of other gentlemen the project he had in view. This was at a Methodist camp meeting held on Mr. L. D. Seeley's farm in Sullivan township; and was the first time your speaker learned of the contemplated enterprise.

This event is one of the most vivid recollections of my mind. I well remember that I hastened to the side of my beloved wife—we had been married but little over a year—and made known to her what Mr. Hoard had said to me; and I well remember how she saw, at a glance, the beneficence and worth of the undertaking; and without waiting to contemplate and ponder as I would, she at once determined, as only woman can do, that it was a good thing for us to heartily engage in, and I will say here in justice to her worth and memory, that though blest with parents,—and most eminently so in the case of my father,—who favored everything which leaned towards education, and also with a warm heart for such things myself, I have no idea that I should ever have done a tithe of what I did in behalf of this school had it not been from the inspiration imparted to me through the medium of her pure and generous soul. You must pardon me for this particular allusion to myself—I beg no pardon for alluding to her—for I labor under a load of grief which I cannot throw off. Never before have I spoken to an audience in either of these buildings, except on some purely business gathering, without her cheering, inspiring face, upturned to mine, and now that I must stand here alone without her presence and encouragement, a despondency hangs over me which I have in no way been able to overcome. Whatever effort I may have put forth, whatever good I may have accomplished—and heaven knows I tried to do what was for the best—I gladly lay it down before the world as inspired by her desire. But I know I should not burden you with my griefs and I will not further do so.

The suggestions of Mr. Hoard were more favorably received, though not greatly so, than when first he broached the subject to those previously named.

But he was not a man to be easily discouraged. He brought the subject up before the Quarterly Conference of the M. E. Church, Mansfield Charge, on the 9th of July, 1854, in the tent of Col. R. C. Shaw at the Camp Meeting before alluded to. There were present at that meeting R. C. Shaw, P. M. Clark, J. B. Clark, Lyman Beach, Jr., Lewis Cruttenden, Joseph Hubbell, Alvin Gaylord and J. S. Hoard. Perhaps others were present, but I was never able to learn the names of any such.

The legitimate and regular business of the Conference took up nearly all the time of the meeting, and, besides, those present were not prepared to act, and so it was concluded to meet on the following Monday at the M. E. Church in this place, now owned and occupied by the Universalist congregation. At this Monday meeting but few were present who had not been at the gathering in Col. Shaw's tent and not all of those were there. At this gathering it was concluded to hold a public meeting of the people of the town and surrounding country in the Methodist Church in this village on the 26th day of July, 1854.

The intervening time was used by Mr. Hoard and others to forward the enterprise. They were aided in this by the advent of an agent of Lima, (N. Y.,) Seminary appearing in this county obtaining donations for and selling scholarships in that institution, and he had been actively engaged, and quite successfully, too, on the very Camp Meeting ground referred to. So when the time came for the public meeting the whole community was awake, and a full and enthusiastic one was held. The enterprise was explained by Mr. Hoard and others, and a subscription paper presented for signatures. It was to be a stock concern, with shares at \$50.00 each. A stipulation in the subscription provided that it should be under the patronage of the East Genesee Conference of the M. E. Church, but in no sense was it to be a church or sectarian school. The Principal, however, was to be a member of that church, reports were to be made annually to the Conference, and the movement was always to be in sympathy with that church. Particular mention is thus made of the exact extent of the relation and the conditions of the subscriptions that the hearer may better judge of events which subsequently transpired. It should be added that all subscriptions or donations made by individuals, with the exception of less than \$100 from sundry sources, and \$3,332.50 from Hon. John Magee, were in accordance with the terms here indicated. It was the clear intent and purpose at the time to put it under the patronage of the Methodist Church; but by this it must not be inferred that all the subscribers were members of that church, for they were not, although a majority were. Some belonged to other churches, and some to none at all, and this very fact showed unselfishness and disinterestedness of purpose on the part of those not members, which was fully rivalled later on by the Methodist people when it was made a Normal school.

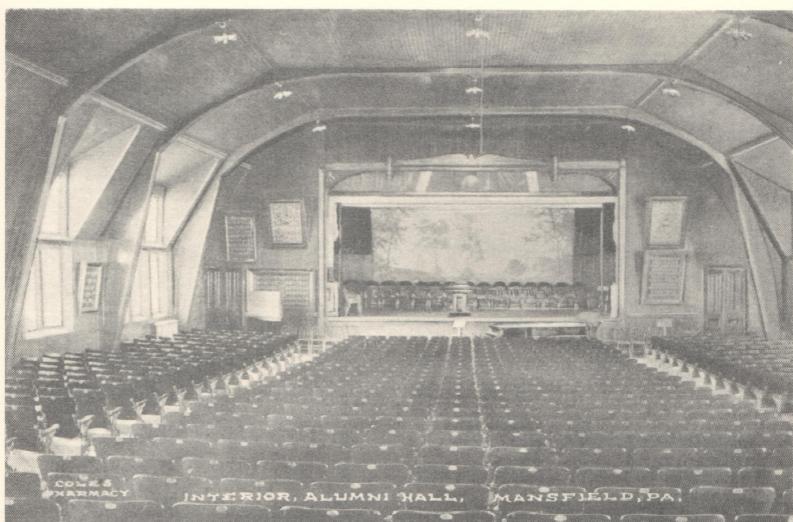
A general committee was appointed at this meeting to secure subscriptions, and we can see that the enterprise had now taken definite shape. Up to this time Mr. Hoard had been the active force, and his labors were now to be aided by many willing hands. Active in soliciting subscriptions were J. S. Hoard, Rev. Win. Manning, Alvin Gaylord, R. C. Shaw, Hon. D. L. Sherwood, R. P. Buttles, B. M. Bailey, W. C. Ripley, Lyman Beach, Jr., and many others.

When the subscriptions reached the sum of \$5,000 a public meeting was called as provided for. This meeting was held on the 8th of August. A committee was appointed to present our application to the East Genesee Conference which convened at Geneva, N. Y., some time the latter part of the month. That committee performed its duty and the Conference appointed five commissioners, with discretionary powers, to examine the matter and decide whether it should pledge its support. It is proper to state here that the citizens of Wellsboro had, by this time concluded that such an institution would be a good thing to have in their own village and so made application to have it located there. I never heard any one dispute the point of priority,—of originating and moving in the matter—belonging to Mansfield. That was never claimed by Wellsboro. The commissioners visited this place on the 4th of October and then went to Wellsboro. They adjourned to meet in Elmira in November without making decision. Rev. L. L. Rogers, who had succeeded Rev. Wm. Manning as pastor of the M. E. Church here, Rev. Abijah Sherwood, the then venerable and always worthy pastor of the Baptist Church, J. S. Hoard and R. P. Buttles, were appointed to meet the commissioners in Elmira.

The contest between the two places was warm. With a vacillation worthy adroit politicians, the commission again failed to make a decision, and again adjourned to meet at Lima, N. Y., a week or so later. Mr. Hoard and Rev. Rogers attended this third meeting and on their return reported to an enthusiastic gathering of our citizens held on the 24th of November that the decision was in our favor.

The full particulars of this contest have thus been given to show how a slight unfriendly feeling came to exist for a time between the two places and which was kept up on the part of a few on both sides, much longer than it would have been if the Commissioners had acted promptly in the first place, and not taken pattern from political wire-pullers. Conference, however, opened the case again at its next session, to the surprise of everyone, but a decided stand, quite defiant in its tone, taken by the people here, led—together with the good sober judgment of leading members of that body—to rescinding, a year later, the obnoxious resolution which had ever passed, and thus finally ended a contest which should never have occurred.

On the 28th of November, 1854, a committee was appointed to draft articles of association and procure a charter, and another committee was chosen to



Original Alumni Hall where Simon B. Elliott gave his speech. Picture taken circa 1897.

secure a plan for the building. It was also decided at this time to expend \$12,000 in the erection of a building.

When the charter was procured it was for the "Mansfield Classical Seminary." It is not worth while to discuss the reasons for attaching the qualifying word "Classical." At that time our ideas of education were not so broad as now. We then had no Cornell nor Johns Hopkins Universities, nor had Yale, Lafayette and many others expanded their curricula. The charter was granted and the first meeting held under it Dec. 1st, 1854, and the following Board of Officers elected: President, J. S. Hoard; Vice-Presidents, C. V. Elliott and R. P. Buttles; Recording Secretary, Joseph P. Morris; Corresponding Secretaries, B. M. Bailey and S. B. Elliott; Treasurer, Lyman Beach, Jr.; Librarian, Wm. M. Johnson; Trustees, Rev. Wm. Manning, T. L. Baldwin, G. R. Wilson, Rev. A. Sherwood, Rev. Richard Videon, Joseph Hubbell, Lyman Reynolds, D. L. Sherwood, J. S. Hoard, J. P. Morris, Wm. K. Mitchell, J. B. Clark, B. M. Bailey and L. Beach, Jr.

The institution was now legally launched upon a sea which proved, indeed, to be a tempestuous one, and its voyage for the succeeding ten years was fraught with as frequent and great misfortunes as was that of Ulysses on his return from the seige of Troy. Like him it was thrown on Cyclopean shores and a Polyphemus devoured some of its friends. While Æolus gave it fair winds at the start he also locked the adverse ones in a bag and put them on board only to be loosened and drive it back on disastrous rocks. It reached the domain of Circe and enchantment seized upon many of its friends. Its crews slaughtered the herds of the god of day, and although it never reached Hades yet it did seem to be, at one time, in the land of the Cimmerians. No mythical Siren ever sung

more sweetly, nor did a Scylla and a Charybdis more furiously rear their awful forms before a despairing mariner than did their prototypes here in the very flesh. But finally, like the rightful lord of Ithaca, it reached its home at last to find its Penelope ever faithful and its Telemachus grown to manhood and eager to aid in the destruction of the despoilers. How that voyage was sailed shall be our duty to relate.

The first meeting of the Board of Trustees was held Feb. 15th., 1855. A plan was adopted for the building which provided for a structure of brick four stories high, one hundred feet front with two wings each running back seventy-eight feet. The building was subsequently erected in accordance with the plan. At this meeting a building committee was appointed consisting of J. S. Hoard, D.L. Sherwood and Amos Bixby, who were each to receive the \$1.25 per day for time actually employed,—surely not a sum princely one.

To show the utter absence of sectarian bias it is proper to remark that Mr. Hoard was an ardent and devoted Methodist, Mr. Sherwood an equally earnest and devout Baptist, while Mr. Bixby's religious views and faith were as broad as humanity itself. He was a consistent and very sincere Universalist. All of them were competent—all faithful.

The building was begun the following spring and the foundation walls partly erected.

On the 17th of April, 1856, the Trustees chose the faculty, which it was hoped would be actively employed by September. Rev. J. R. Jaques was acting Principal, and his wife, Mrs. H. L. Jaques, Preceptress. The salary for the two was to be \$900 per annum.

At a meeting held Oct. 7th, 1856, the Trustees found it necessary to raise some money, and for want of a better method, the following named gentlemen signed a note for the sum of \$2,000, which was negotiated with Joel Parkhurst, viz., Wm. Hollands, W. C. Ripley, J. B. dark, P. S. Ripley, J. S. Hoard, L. Beach, Jr., and S. B. Elliott.

The history of the meeting at which this was done will never be fully given. It began about 1 o'clock P. M. and lasted into the night far beyond "The wee, sma' hours ayont the twal," before a refractory member yielded. They went home by daylight. All-night sessions were by no means uncommon later on.

This was the beginning of debt-contracting and personal liability, which grew in after years to magnificent proportions, but I am happy to state that though inconvenience and anxiety came to many a man in consequence to it, yet no one ever suffered pecuniary loss therefrom.

At the annual election November 18th, 1856, about the same officers which were elected the year before, were chosen. Wm. C. Ripley was, however, made Recording Secretary, and P. M. Clark, Wm. Hollands and your speaker added to the Board of Trustees, positions which each of them held for a long time. Especial

reference is made to Mr. Ripley, now deceased, because of his unwearied attention and faithfulness. I can now see in clear recollection, the kind face of the faithful Secretary as year after year he would come promptly to the minute to every meeting of the Board with his record book under his arm.

At this time the committee were instructed to have the building ready for school on the 7th day of January following, a fact accomplished only by strenuous exertions. Circulars were issued by the Trustees and Faculty, and on the day fixed 105 students presented themselves.

The building cost more than had been contemplated. Not far from for \$20,000 had been expended for that and furnishing. About \$17,000 had been subscribed and from \$2,000 to 3,000 of this, was unpaid. It is safe to estimate the indebtedness at \$6,000, a sum which no doubt could have been raised in due time, as most of the unpaid subscriptions were, good.

The second term of school began April 16th, 1857, with 150 students. On the 22nd of that month the building was burned to the ground. No one was injured and most of the furniture and many of the doors were saved, some of which latter still do service in the present south building. Everything of course, was more or less damaged in the hurry and excitement. There was about one foot of snow on the ground and that added to the destruction of many things which were thrown into it. The fire occurred at about 10 o'clock in the morning. The building was insured for \$12,000.

The grandest panegyric which I am able to pronounce on the course and action of the friends and promoters of this enterprise is to state in simple terms, that while the walls were still falling and the fire of destruction still lighting up the darkness of the succeeding night, they assembled that evening and resolved to rebuild, and to that end subscribed \$4,000.

The work of rebuilding was at once begun. Plans were adopted, contracts made and by the first of September following a great portion of the first story of the south building was erected, when, in consequence of the great financial panic of that year, the refusal of one insurance company to pay and the complete collapse of another, the Trustees were unable to make payments and the contractors ceased work. And here began the long gloomy night in the history of the institution.

Nothing further was done that year except to settle with the contractors, get control of the work, and secure the walls from injury. The contractors were not fully paid until some time after; nor was anything done towards carrying on the work until about the 1st of August of the succeeding year,—1858.

The East Genesee Conference was to meet at Corning the latter part of that month, and some one conceived the idea of inviting that body to a grand, free dinner, on the 20th of Aug., on what was then termed and known as the "Island"—now Smythe Park—with the hope to arouse their sympathies, and,

through them, secure aid from wealthy Methodists elsewhere. A free train was secured for them, a grand dinner provided, and the people turned out en masse, and three members of Conference—and only three —came. Those three told us what we ought to have known, that we must expect no aid from outsiders but must furnish the means ourselves.

After the departure of the three visitors a sort of desperation seized upon the people, and then began one of the most singular, peculiar and exciting scenes ever witnessed. Full description is impossible. Some went quietly around among the crowd, while others called out for and received subscriptions as an auctionner does bids. Girls would start a list to raise twenty-five, or thirty, or fifty or more dollars, each to pay some equal certain amount when they had no more idea where the money was to come from than does a grasshopper know where he is to alight when he jumps. This scheme was not confined to the girls alone, but boys, and men, and women participated. One individual was engaged in work elsewhere, but endeavoring to reach home in time for the gathering was unable to do so by cars, as trains failed to connect at Elmira. Not willing to be absent he walked the 22 miles from there here that morning and arrived in time to get his dinner and participate in the auctioneer and begging business, and when night came he was lame, and sore, and hoarse, but happy.

When the sun went down on the scene there had been subscribed a little over \$4,000. But little of this amount was to be paid in cash. It was in labor, board, grain, provisions, sewing, lumber, cattle, everything merchantable, and in sums from 25 cents up to \$100—but only three of the latter however.

Encouraged by this the Trustees met on the 25th of August and resolved to proceed with the building, but to incur no indebtedness. P. M. dark, Wm. Hollands and S. B. Elliott were appointed building Committee. H. N. Seaver resigned as Treasurer and P. M. Clark was appointed in his stead. Work was immediately begun. Mr. Hollands looked after making the brick and attended to such other matters as came to his attention. Mr. Clark took charge of the finances. How many turns and trades the Treasurer made Heaven only knows. Without money to do with most men would have given up in despair, but he was just fitted for the work. Honestly and patiently he toiled, leaving his farm in the care of his family, and the work went slowly on. But fifty cents in cash was paid out that summer and fall for labor, and that was to a chap who came along and represented he was a bricklayer, but was not, and was discharged by nine o'clock, and received the fifty cents. All other labor and all materials, except lime and nails, were paid for in property of some sort, or turns made whereby subscribers could pay as they had promised. In order to raise money for lime and nails the lady friends would hold picnics on the "Island" every few weeks and the proceeds were appropriated for that purpose. No one ever complained about furnishing the provisions, and they were supplied generously.

The other member of the building committee, who was himself a bricklayer, took some young men with him who never had experience of much moment—and some none—as bricklayers, and went to work on the walls. One of those young men was Col. M. L. Clark, of this place, and another, was Capt. A. M. Pitts. Capt. Homer Ripley, now register and Recorder of this county, was one, and Hon. Chas. Faulkner, of Kansas, another. With so little help and so large a building one could hardly see at a week's end that anything had been accomplished. But the walls grew, and by the time cold weather had set in the remainder of the first, all of the second, and a goodly portion of the third story was completed. As I look back 31 years upon that and the next summer's work, I can scarcely realize that three men could have been found who would undertake such a hopeless task. In an ordinary business view it was folly—more, it was madness. No money in hand, and but little promised; no credit; \$8,000 indebtedness, and at least from \$3,000 to \$4,000 more needed than had been subscribed to complete the building, to say nothing about paying debts. But the scene is vividly before my eyes. Daily we toiled that and the next year and the walls climbed slowly upward. Although we could not soon reach the topmost point of the structure, we could always look up there and see Hope and Faith on the summit of the completed work. I still possess the trowel well worn, I assure you, with which was laid nearly all of the bricks on the outside of the front of the second and third, and much of the fourth stories of the south building.

The walls were again secured in the fall of 1858, and work suspended until the 25th of the next April and then resumed.

But little change was made in officers at the annual election in November. On the last of March, 1859, \$1,150, was received from one insurance company, making \$7,500 in all, and that was the last ever received from that source. The first \$6,000 had been collected and expended in the summer of 1857. The force of workmen was about the same as the year before. I will say here that the credit of the concern, although it had not improved, had grown no worse—that was impossible. Money could be raised only by personal responsibility.

As the building neared completion the desire to see the school again started became uppermost in the minds of the Trustees, and Rev. James Landreth was chosen Principal and Miss Julia A. Hosmer Preceptress on the 4th of Aug. 1859. This proved to be a premature movement for the building could not be completed. However, as the best that could be done, the north wing was got in partial readiness and school opened on the 23d of November with 30 students.

At the annual election in November 1859, Mr. Hoard retired from the Presidency and your speaker was chosen in his stead.

Prof. Landreth resigned July, 1860, and resumed his former vocation, that of the ministry. The building proceeded slowly towards completion in the summer of 1860, and on the 12th of Sept. of that year a committee was appointed to

secure a principal. That committee made arrangements with Prof. E. Wildman, who came here on the 1st of November only to find that one of the committee, who had strongly recommended him, concluded that he himself would like to be principal and had actually secured enough votes of Trustees to make him such. Prof. Wildman made the best of the case he could and took a subordinate position under the new principal, the Rev. Wm. B. Holt.

Here occurred one of the unaccountable things which men sometimes do. Only one of the Trustees voted against Mr. Holt, and to this day I am ignorant of the influences which produced his election and the strange state of things which followed. But it is not worth while now to discuss the matter and we can only say that all at once there seemed to be a great desire manifested to have a change in the management. Of course those who had been at work at the laboring oar were perfectly willing others should take hold and see what new friends could do. So at the annual election of officers that year, your speaker retired, without contest, from the Presidency, and was succeeded by Rev. N. Fellows. P. M. Clark gave way as Treasurer to the then Rev. R. A. Drake. Of all the officers elected that year—and a full list was chosen—only four had ever before been connected with the management of the concern. Of course the Building Committee were relegated to the shades of private life, and the enterprise sailed away under new officers and crew, and it sailed fast. As soon as elected Treasurer Mr. Drake concluded to carry on the school himself on his own personal account and issued a circular from Troy, Pa., to that effect. That scheme was, somehow, nipped in the bud, and Prof. Wildman took charge of the school under Mr. Holt.

On the 19th of January, 1861, Mr. Drake secured the appointment of General Agent and Manager, and on the 4th of April following—by resolution of the Board of Trustees on the recommendation of President Fellows—all assets, subscriptions and debts due the Seminary were assigned to him. No former Treasurer had ever received such assignment and none ever ought to have had. The least that can be said of the proceeding is that it was wrong, illegal and without excuse. But important events followed thick and fast.

This new Treasurer, by apparent consent of the new officers, bought up, at great discount, various debts against the concern and proceeded in the no doubt previously concocted scheme, to sell the Seminary at Sheriff's sale. But, thanks to the firmness of old friends of the enterprise, he was prevented by J. S. Hoard, P. M. Clark, and another. On the 24th of July, 1861, Drake secured the passage of a resolution by this new Board of Trustees waiving the stay of execution on a judgment which he had purchased for 50 cents on the dollar. He again attempted to sell the property in September but was again prevented by friends of the school through its attorney, and always ardent and valued friend, Hon. H. W. Williams, now of the Supreme Court of this State. Seeing what the fully developed scheme was, and probably not countenancing it to its full extent,

or else failing to get the means to carry it out, the new President resigned on the 24th of July of that year and Mr. A. J. Ross, now deceased—an honored and worthy man—succeeded him. Of course that put an end to official sanction of the measures Drake and others had in hand.

In the meantime school had been begun by Prof. Wildman in December 1860. Mr. Holt resigned as Principal April 4th, 1861, and Prof. Wildman succeeded him. School was opened again in September, 1861. Considerable progress had been made towards completion of the building. In this Prof. Wildman assisted.

By the time the annual election came around in Nov. 1861, events had occurred to convince even the most indifferent that King Log was really better than King Stork, especially as King Log was willing to work himself if he could not get others to do so, nor was King Log endeavoring to swallow anything; and at the election the new party who had come in the year before with such a whirlwind was left—in the main—by the wayside, but "the trail of the serpent was there." All hands agreed upon Rev. W. Cochran as President and Prof. Wildman was chosen Treasurer without opposition. About all the other officers were of the old lists again.

At the first meeting of the board elected in 1861, Drake was permitted—by universal consent—to "resign" his general agency. Of course he did not give up or assign the judgments he had purchased. They were now in the name of himself and Rev. Richard Videon and J. C. Howe. The latter gentleman having been, no doubt, misled, came near being financially ruined.

Under the leadership of Mr. Cochran all real and pretended authority or consent to sell the school at Sheriff's sale was revoked.

Some time in the Spring of 1862, Prof. Wildman, unfortunately for him and the school, too, associated with himself H. C. Johns, and together they bought a portion of the judgments owned by Drake, Videon and Howe. Then began trouble for Prof. Wildman, as well as the school, although I never believed that Mr. Wildman himself ever contemplated to do what he finally found himself forced to; and no doubt that was the opinion of the Trustees at the time, for on the 28th of June, 1862, a resolution was passed by the Board authorizing Wildman and Johns to complete the building.

Previously to this, however, the proposition to make it a State Normal School had been quite generally discussed. This had been for some time in the minds of its warmest friends and I will here state that one ardent friend who was in the legislature at that time from this county had long cherished that view, and worked zealously for it. It was at Harrisburg in the winter of 1861, that he first met Dr. J. P. Wickersham—whose absence from this gathering is regretted, and who was then Principal of the State Normal School at Millersville, and since State Superintendent of Common Schools—earnestly seeking an appropriation for his school. He found a warm supporter, both at that and the succeeding

session, in the member from Tioga; but that ex-member will freely confess he had an eye to future appropriations for the school at his own home.

But at this time things were in a deplorable condition. Hardly a term of court passed without the Seminary being advertised for sale by the sheriff, and it was remarkable how many errors did creep into the advertisements to sell, and upon which the sale would be put off. Something had to be done. Everybody felt there was but one thing to do— make a Normal school of it. To that end on the 2d of July, 1862, Lyman Beach, Jr., moved in the Board of Trustees to make application to the state for its recognition as such. I will here state that a suggestion had been previously made to Governor Curtin to give the whole concern to the state— expecting of course that the state would take everything under its own direction—but it was not looked upon favorably by the Governor. The resolution was unanimously adopted, and in due time the application was made.

At the proper time application was made to the court and the charter changed to conform to the act of Assembly relating to Normal schools. Mr. Cochran was appointed to lay the matter before the Conference and inform that body of the action taken, which duty he performed and found only good wishes for the school in its new departure. And now appeared, on the part of the Methodist element, the same liberality which had always characterized the conduct of those not connected with that church. And here, I trust, ended—for it certainly should have ended—all sectarian bias or control in any and every manner. It was now to become an institution for the people at large and no such influences should enter into its direction in any way.

I have neglected to state that in June, 1862, the Seminary was actually sold by the sheriff at the suit of Wild-man & Johns, but Mr. Cochran succeeded in getting the sale set aside on technical grounds.

The building was completed in time for the fall term and opened with 200 students.

I should have remarked that during that summer the cupola was enclosed and completed with funds' secured through the exertions of two young ladies, Miss F. A. Bixby—now Mrs. A. M. Pitts,—and Miss Mary A. Pitts—now Mrs. Henry Smith, of Kansas. The naked frame work of the cupola had stood there over two years, and these young ladies took it upon themselves to secure subscriptions, in varying sums, hire carpenters, and superintend the completion of that portion of the edifice.

On December 11th, 1862, the examiners appointed by the Governor and Superintendent of Common Schools met at Mansfield and after examination reported favorably, and on the 12th of that month Dr. Burroughs, Superintendent of Common Schools, declared it the State Normal School of the Fifth District. It was the third school to be recognized. Millersville and Edinboro preceding it.

The Act of Assembly providing for State Normal Schools was passed during the period of time in which Dr. Burroughs was State Superintendent of Common Schools, and I think he was the author of it; and, considering the then limited experience of the various states with such schools, and the fact that in this state nothing of the kind had before existed, it is remarkable that so perfect a system should have been devised. But few changes or additions have been made to it. I think however that some modifications should be had. As you know, the laws of the state provide a certain number of Trustees on the part of the stockholders and another certain number on the part of the state and these numbers are arbitrary and the stockholders have preponderance, and it is the opinion of your speaker that this should be changed so that the number of Trustees for each should be in proportion to the amount each shall have paid into the general fund; and I would suggest that the state should include in its list of Trustees a certain number of the alumni of the institution. The love of these for their Alma Mater, joined with their intelligence and experience, would make them always safe directors of its destinies. There might well be included, also, in this list some of the County Superintendents of the district to which the school may belong. As it now stands it is possible for scheming men to buy up a majority of the stock and thus control a school to their own ends or interests. That opportunity should not be afforded, unless the funds provided by the stockholders shall exceed those' provided by the state. Again, the Principal is entirely subject to the will of the Trustees so chosen. Years ago, when Gen. Hartranft was Governor, Rev. W. D. Taylor, A. M. Spencer, and your speaker were delegates to a convention of the State Normal Schools held at Harrisburg, and there urged that the laws be changed giving both state and stockholders trustees in proportion to money each may have paid in, and that the State Superintendent of Common Schools—now Superintendent of Public Instruction—be empowered to nominate all Principals, reserving to the Trustees the right to confirm or reject the same. This change would stop unseemly and profitless local contests, which are now possible to occur. If any fear undue preponderance on the part of the state the road out is straight—subscribe and pay for stock enough to keep up the local ascendancy. This might not be as cheap, but would be far more preferable than buying it up at a discount.

Although now a state institution, in a sense, it was by no means out of trouble or danger. Sheriff's tracks could be seen approaching it from all directions. No money came with the recognition.

I cannot stop here to relate all the embarrassments and need of money. I will only state that at fast a friend was found in the Hon. John Magee who loaned the institution \$6,500 on the 20th of January, 1864. The way had previously been made easy to obtain this by personal interviews by William Hollands, and by a letter Mr. Cochran had written Mr. Magee, and, on the day just named, Dr.

Morris, William Hollands and another friend visited him, and the negotiation was completed. A mortgage was in due time given him for the sum stated, but present money was needed, and he let the gentlemen visiting him have \$2,500 on their individual note, and I now hold in my hand and here present to Dr. Morris and Mr. Hollands the note then given, with the statement that I have carried it long enough to satisfy me that they do not expect to pay it, and now, after it shall come into their possession, if they shall attempt to proceed against the other signer he hereby notifies them he will plead the statute of limitations. The sequel of this transaction must not be overlooked. A payment or two was made on this mortgage, and on the 1st of January, 1867 there still remained, due \$3,332.50, and you may well judge of my surprise when on that morning I received from Mr. Magee a receipt in full satisfaction for the amount as a New Year's present to the school, and this too of his own accord and volition, for no one had ever asked or suggested he do a thing of the kind. It was an act of his own generous and noble nature. Throughout the whole transaction John Magee showed how liberal and great hearted he was. He was the only man who could be found who would let us have a dollar on such security as the school offered, and then he gave us half of what he loaned us.

In the winter of 1863 the legislature made the first appropriation of \$5,000. Since that time a large sum has been given, —how much I do not know—but these appropriations have been frequent and generous. Attachments were issued against this money, and Philip Williams, who was treasurer, was forced to carry it in his pocket until proper disbursement of it could be made.

Prof. Wildman ceased to be principal March 19, 1863, and was succeeded by Rev. W. D. Taylor, now of this vicinity, and with us to-day, who held the position until July 13th, 1864, when Prof. F. A. Alien was chosen for five years.

The first meeting of stockholders under the new order of things was held May 24th, 1863, when most of the old Officers were elected. Philip Williams had been made treasurer the previous fall.

The second meeting, for the election of officers under the new charter occurred May 22d, 1864, and as Mr. Cochran was to remove from the vicinity he declined re-election as president, and your speaker was chosen in his stead. How long thereafter he held that position, and also that of State trustee, he does not remember, and if any shall be curious enough they may consult the printed catalogues of past years.

Under Prof. Allen's administration the school prospered beyond expectation, and we may well look back to that as the time when it passed over into the "Promised Land." It must be remembered that Prof. Alien labored, as had those before him, under great disadvantages. The building could scarcely be considered as finished. There was no furniture for the school rooms except such as he personally provided, and the students' rooms were but poorly supplied

with necessities. The grounds were not graded, nor were there any trees set out. He took hold of the work with that zeal and energy which always characterized his enthusiastic nature, and toiled as only he could, and fairly wove the best years of his life in the woof of its success. His memory should be cherished and a recollection of his many virtues be kept green in the hearts of all.

Financial difficulties still beset us however. Debts still pressed us and individuals had still to become personally responsible. I have in my possession several notes— one for \$5,000, others ranging from \$50 to \$350—signed by your speaker and endorsed by Prof. Allen—upon which money was raised to satisfy the sheriff. We borrowed of A to pay B and so on. I believe such practice is termed, in slang phrase, "shinning around." We were always looking out for the sheriff. Nor did this experience end in one or two years.

Those who can now draw their checks upon funds provided by the State can form no opinion of the troubles of those days. It is a pleasure to state that Prof. Alien, and likewise Prof. Verrill, never refused to endorse for the president.

The history of the school from this time on is too recent to be recounted here in detail, and I will only say that after the expiration of Prof. Alien's five years, he engaged in other business, and Prof. J. T. Streit was chosen to succeed him; but his untimely death prevented his active service. He in turn was succeeded by Prof. C. H. Verrill, now of Delaware Institute, N. Y. After him came Prof. Fradenburg, then again Prof. Verrill, and again Prof. Allen, who died in the harness, and then Prof. Thomas, the present incumbent.

It would give me great pleasure to stop and speak in high praise, so justly deserved, of all the principals. We were singularly blessed with able and upright men. Against only one who actually performed the duties of that office was there ever complaint and cause for censure, and of him as before remarked, I believe he was the victim of others.

So, too, would I like to name all who gave and labored for the school. There are many, very many, old friends of whose names I am forced to omit mention for want of time, and which do not appear among the list of officials in the early history of the school, who did as much, if not more, in the final end, as the others. These men and women labored with zeal and earnestness. In this class I put all those who freely gave their labor, or property, or money towards its erection; and when I speak of its promoters and generous friends I mean these. The true measure of a man's generosity and liberality is not the amount he may give, but the sacrifice he makes and the willingness with which he performs the act. We all remember the incident of the widow's mite. It must be remembered that these people were not wealthy. They were of limited means—largely, and almost entirely so—and such as labored daily and had earned with their own hands all they possessed. Many subscribed more than they were actually worth, and in the main such subscriptions were fully paid. It was this class who did the

hard work and made success possible. Had not the people given as liberally as they did at first, or after the fire on the 22nd of April, 1857, or on the "Island" on the 20th of August, 1858, this school would not stand here to-day. Those were its critical times. All the troubles to keep it out of the hands of scheming men, and efforts to pay its debts which were so ungenerously being pressed by those who had bought them up to get control of the school, were naught by comparison, for at this latter time we had this one thing to fall back upon,—the existence of the institution was a fixed fact. The only fight then was to keep it in proper hands. At the other times its very existence was at stake. It is not asserted here that the people of this community all gave to the erection of this institution, for they did not. There were many who looked at it without interest or else were willing and anxious that all others should do while they should reap the benefits. I doubt very much, however, if any such looked beyond material advantages and personal financial gains. It was amusing, to say the least, to observe the progress from early condemnation to final endorsement and advocacy of the enterprise which seemed to occur in their minds. First, "the people were not able to build it, and should not try." Next, "its debts would never be paid." When it burned, "all was lost."—"There should be no attempt to rebuild." When work ceased in 1857, and while the walls were slowly going up in 1858 and 1859, their cry was, "it will never be completed, it will surely fail," and so on, until after its recognition by the state, you could hear like discouraging remarks. But after the sheriff was satisfied then one could begin to hear more favorable comments, such as "it is a success after all. It is a grand thing." Then came, "we did this and we did that," etc. All such remarks I heard before removal from your midst, and I should not be surprised to learn if you have heard these same people since then, or may even hear them now, boast, perhaps the loudest of any, how wonderfully they worked and how much they gave and with strong emphasis on the first person singular of the personal pronoun. But no one cares now for such things for success makes all feel charitably disposed.

The state came to the aid of the school most liberally. In 1874 we were able to complete the north building. It was my province as state trustee, to then pronounce the dedication and I will simply repeat here what I then said in doing that; and now, after the lapse of fifteen... years, I do not know how to make it more comprehensive.

"To the end that intelligence and education shall be-universal; that the rich and the poor; the child of him who has power and place, and of him who treads the lowly paths of life, shall all receive alike the blessings of education, the Commonwealth of Pennsylvania and the people of this community have built, and now dedicate this building, to the uses of education and to moral and religious instruction, and invite equally and alike, without distinction of sex or

color, or race, or creed, or party, the children of all who may desire to participate of the opportunities which shall be here afforded."

Regard for my hearers dictates that I should close here; yet I am impelled almost irresistibly to say something of the men who originated and carried to completion this work, and the results which always have followed in the past, and must surely follow in the future such efforts. Thus far I have confined myself to simple narration of events, and can say of it as did Æneas to Queen Dido, after recounting the destruction of Troy:—

"All of which I saw, and part of which I was."

What else I shall say will be, in the main, less definite, but I trust pertinent.

It is claimed that history is most correctly written by those who were not its actors, and I apprehend that is true; but when the future historian of this institution shall make up the record, I trust he will not fail to note the noble heroism of the people who struggled for years as this people did. He should record that no man who subscribed to its erection ever tried to betray, or destroy, or cheat, or rob it, and but one man who ever gave a dollar by way of subscription or donation ever caused an execution to be issued against it. Those who bought up its debts at a discount and then pressed collection never gave anything to build it up. It was not from such sources that funds came. I trust, too, that this historian will note that to fairly make comparisons we should know all the circumstances. It may be less sacrifice to do a great work with ample means than a small one with scarcely any means at all. A different sensation is produced in drawing your personal note for money to be expended in work not your own, than in drawing your official check on funds provided by the state,—and quite likely the reception of these would produce different sensations on the part of the receiver, too. But I have no doubt ample justice will be done to the noble souls who labored here.

The men who first planned and carried to a successful issue this worthy enterprise were not themselves educated in the schools. Not a College or Seminary graduate had to do with organizing it or erecting either of the first two buildings, except Mr. Cochran and Prof. Wildman in the final completion of the last. I refer to the building which burned, and also the one known as the south hall. No other one of them attended other than the common schools, or at best a few terms in the common academies of half a century ago. These generous hearts, having never enjoyed the opportunities afforded by such an institution, did, however, most ardently desire that posterity should not suffer as themselves had. It may be that in the minds of some lurked a well defined hope that the erection of such a school would aid the material prosperity of the village. To have acted on that motive alone, would not have been wrong, of itself, but it would not have been so worthy, as that which, in the main, pervaded the hearts and inspired the actions of those who did the noble work. No one must infer

from the statement just made that these people were ignorant. I only said they were not educated in the schools; but for all that they were well informed and intelligent. Ignorant persons are not the ones to plan and carry into execution such enterprises. These people appreciated the fact that the education obtained in the schools does not necessarily produce, of itself, learned men and women, but they fully understood the value of schools and realized what cultivated thought and intelligence has wrought and must always work out for the advancement of civilization and man's happiness.

I sometimes think we do not fully appreciate the wonderful progress, in every direction, of the present time. We sometimes hear men decrying the present, and longing for a return to the ways of "the good old times." Such people have ceased to grow. They seem to think all that is good, and grand, and wonderful, was found before their day. They do not seem to know that the more we advance the more we can see that we are by no means on the borderland of progress. The more we learn the more we feel that greater advancement can yet be made. From the early dawn of the history of mankind we may see that no people ever stood still. It has been advancement or decline; yet, in the main, progress has been triumphant. But humanity has been laboring with groans, and tears, and sweat, for thousands and thousands of years to make the man of the 19th century what he is to-day; and intelligence, education and learning have been, in the main, the prime factors in that advancement. The church may claim that she has been the chief power, but before that claim can pass undisputed she must give to us the waters of Lethe to drink and blot out from our consciousness the records of her history from almost her birth to the days of the Reformation, and later. We must not know that it was proclaimed that "ignorance was the handmaid of devotion," or that men were burned at the stake, like Bruno, for asserting that the Copernican system was true, or were made to recant like Galileo. Mark you, I do not say that true religion has not been instrumental, but I do say that that country and people are the most enlightened, and prosperous, and happy, which enjoys, encourages, and promotes education, and which is least ruled by priests and churches. Our National constitution is the outgrowth of that fact.

I am in one continued state of astonishment at the progress made by people who build and support schools. In such climes the very air is infectious, and he who breathes it is filled with germs of progress which multiply in his intellectual as rapidly as does the bacteria of some infectious disease in his physical system.

Go where you will in such lands and you will see, on every hand, evidences of intellectual and material growth.

Such people seize upon the elements of the earth and skies and chain them to their service. Instead of oars or sails to propel their ships they send them rushing through the water at enormous speed, forced onward by the sunshine which was

stored up in the rocks untold ages ago during the carboniferous period. The very lightning of heaven is practically manufactured by man and now serves to light our streets and houses; or, still more wonderful, propel machinery and cars; or, most astonishing of all, serves to carry our thoughts by telegraph all over the earth or produce a good imitation of our voices by the telephone. We can truthfully answer in the affirmative the question asked of Job, "Can thou send the lightnings, that they may go, and say unto thee, here we are?" We prove in our steam engines that heat and motion are identical and make them do work which it would be utterly impossible to perform by animal power. Our railroads fairly gridiron the land and moving palaces are flying hither and thither all over the country every minute of time. Where books were once produced only by the laborious means of writing we now produce them by the wonderful printing machines and processes of the present day, and so cheaply as to be within the reach of all. Our newspapers are the wonder of the age, and the defenders of our liberties. We make the sun an artist of superior merit to any of the "old masters" and he paints our photographs cheaply, and does not grow jealous. With the spectroscope we have determined the constituent elements which compose the sun and stars, and even the comets and nebulae.

We have opened the book sealed up in the rocks and learned much of the early physical history of our planet. Chemistry has revealed to us laws which govern in combining the various elements of the earth and air and produce for us new compounds which minister to our comfort and health, while the microscope has disclosed the wonderful minuteness of atomical structure and organism, and disease-producing germs have been discovered whereby we may better avoid the spread of pestilence and death than heretofore. With the telescope we peer into the vast illimitable space and count myriads of stars unseen by the naked eye, which are no doubt suns like our own with planets revolving around them. With greater reason than the psalmist of old may we exclaim "When I consider thy heavens, the work of thy fingers, the moon and stars which thou hast ordained, what is man that thou art mindful of him? and the son of man that thou visitest him?"

In arts, science, health, comfort, happiness, peace, we have made progress since the dawn of civilization. Nor in these alone have we made advancement. In the vast field of intellectual labor, in the domain of morals, in the realm of religion, we have gone forward, impelled thereto by the irresistible force of thought. Our schools are better; the tone of public and private morals is better; and, lastly, our churches are better. But these things have not all come in quietly. They have come only at the end of contest. Even now as we gather here we may, if we listen, hear the din of intellectual conflict in a portion of the religious world. A great and powerful Christian church, which has been for a long time tied to a doctrine which certain gentle natures in it condemn, is now in the midst

of a reformation brought about by the very powers of intelligence. There are those in that church, and their numbers are great and increasing, who are loath to drink only the dark bitter waters of wrath and vengeance, and who dislike to hear only the crash and thunder of divine anger, but rather turn to the sweet pure waters of hope and faith and forgiveness and charity, and listen to the consoling voice of love, and redemption, and peace, as found in the wonderful Sermon on the Mount. And there are numberless mothers of that and other denominations who look with unutterable anguish at the lifeless forms of their darling babes yet take consolation in the proclamation "Suffer little children to come unto me for such is the kingdom of heaven." and never once think it should be changed so as to read, "Suffer only elect and baptized little children to come." No educated, sane mother of the present day can be made to abandon her mother hope and faith and believe her own darling was foreordained from the beginning to be eternally damned. She may have some lurking suspicion that some one will be so treated but it is always somebody else's babe. Such beliefs are being relegated to the past. But the world progresses. The utterances which have been made in some of the religious bodies within the last few months, if they had been made a few centuries ago, would have lighted up the very heavens with the fires built by religious intolerance around the victim at the stake. It is not the martyrs who burn now; but, as Dr. Holmes so happily expressed it,

"The whole house of Calvin Is on fire."

Nor is reformation alone confined to one church. It used to be said of one of them that it was a good church to belong to for it "did not meddle with politics or religion." Such criticisms can not be made of it now so far as religion goes, if it ever could, for you will find it takes a very lively interest in both religion and morals and one of the ablest and most eminent divines of the age, Rev. R. Heber Newton, is leading the vanguard of religious freedom to a sure success, and though he may not agree with the ancient form, yet there are none found to make complaint and bring him to trial. His sermons on the "Right and Wrong Uses of the Bible" stand out as beacon lights in the roadstead of the world's religious progress.

You may attend services in certain churches now and when they invite Christians to communion, the phrase which limits such invitation to "those of our faith and order" is uttered faintly and half apologetically and ere long will, I have no doubt, be omitted entirely.

So, too, in that church where the doctrine of "perfection"—a kind of diminutive "Papal infallibility"—has been permitted to be taught, though not strictly a part of its creed you will find that no one but the victim of such a delusion ever mentions it and he is constantly looking around to see who is laughing at his absurdity.

And any church whose creed and faith have bound, with chains of slavery,

all it could get in its power, must loosen its bands or see them violently severed. Common schools will do more to dethrone religious tyranny than an army of soldiers. Let there be no division of public funds whereby church or sectarian schools can be, in whole or in part, maintained at public expense. As the pebble is worn round with attrition so mingling in the walks of intellectual and social life of children of bigots with those of expanded mould will bring forth rounded and shapely forms out of such bigotry. The friction of two generations of such elements will forever deprive any and all churches of the possibility of control in a country where common schools prevail.

And such work is going on every moment. In times past men and women thought that priestly wrath and decree could send to perdition, for an unlimited period, the souls of all such as might fall under their weight; but today those who have lived a goodly time under the strengthening influence of common schools and intelligence imparted by a free press, doubt if such priestly decree can be made good, and that preposterous assumption will soon be totally disbelieved.

None of these things are mentioned in depreciation, or criticism, or censure, but in praise, and congratulation, and thankfulness. They are the ripened fruits and refined gold of progress and intelligence. Nor will this progress in the intellectual and material world cease while learning shall be cherished and provided for. The bulwark and safety of a nation is its intelligence. Caesar had no braver troops when he conquered Gaul than were those opposed to him. Vercingetorix, with his 150,000 men, besieged in Alesia by Caesar, called to his aid 250,000 more of his countrymen, and the combined forces were defeated, and the place captured by the Roman Legions only 50,000 strong, because of the superior intelligence of their generals and men,—not because of want of physical strength, or courage, or lack of patriotism of the Gauls. It was brain against muscle, and brain triumphed, as it always must.

Standing here near the close of the 19th century, and in times of the world's greatest progress, I am forced to believe that the probability,—yea, almost certainty—is, that we are only in the early morn of the world's advancement. The next, and long succeeding, centuries will see greater progress than have any of the past. The schools will all be better and learning more universal; people will live better, be healthier and happier; the laws be more justly and impartially administered; religious thought be broader and more liberal; religious creeds will not violate the sense of justice and mercy implanted in the heart of man; men and women will be privileged to express their honest convictions on all proper subjects without manifestation of intolerance from any; the province and rights of women will be elevated to the level of man's; and, although the millennium will not come, the world will surely grow better. We shall not go backward, nor will the sun of intelligence grow dim. Had ancient Greece and

Rome been blessed with the art of printing and, consequently with schools now enjoyed by ourselves, and had they known of the uses of electricity, and possessed the tremendous factor of civilization which was so bountifully stored up for our use in the wonderful deposits of coal, they would never have relapsed into darkness.

Our means of communication with the entire world will never grow less. Commerce will build railroads and telegraphs to every part of the habitable globe, and, instead of a leveling down process there will be a bringing up of all the low places in civilization. A people where education prevails cannot now be found on the face of the earth who are not advancing.

Friends:—It was to secure all this progress that I have mentioned that the builders of this and other like schools toiled. They were men that preferred the storm and tempest of thought and action, in conflict with darkness and superstition, to the dead calm which comes from ignorance and indolence. In a grand sense these laborers were heroes, and you know the world has always loved a hero. The knowledge of her son's glory and heroism lighted up the visage of the sorrow stricken mother of the great Hector and shone with joyous radiance through the holy tears of grief that were streaming from her eyes and welling up from the depths of her mother-love as she gazed upon the dead body of her favorite son and exclaimed :

"While all my other sons In barbarous bands
Achilles bound, and sold to foreign lands,
This felt no chains, but went a glorious ghost,
Free and a hero, to the Stygian coast."

But a love of glory was not theirs. They had holier aims. The fruits of their labors were not to be gathered for themselves. It was their desire that the dark places should be lighted for the good of those to come after them, by the lamps of intelligence, and thought, and culture. They had groped in darkness themselves but wanted light for others. They had confidence that if men could but have the opportunity to "see, that the highest achievements would be attained. Without vanity or pride they were yet confident; but they wanted light. Like Ajax, when struggling in terrific conflict with the Trojan hosts, over the dead body of Patroclus, and Jupiter enveloped him in a cloud of darkness, they could exclaim:

"—Lord of Earth and Air!
O, King! O, Father! hear my humble prayer;
Dispel this cloud, the light of heaven restore;
Give me to see, and Ajax asks no more."

THE PAST AND PRESENT.

The history of the establishment of the State Normal School at Mansfield, given in the foregoing pages, presents a view of the early life and growth of the institution, but the history is not complete without some further allusion to the present.

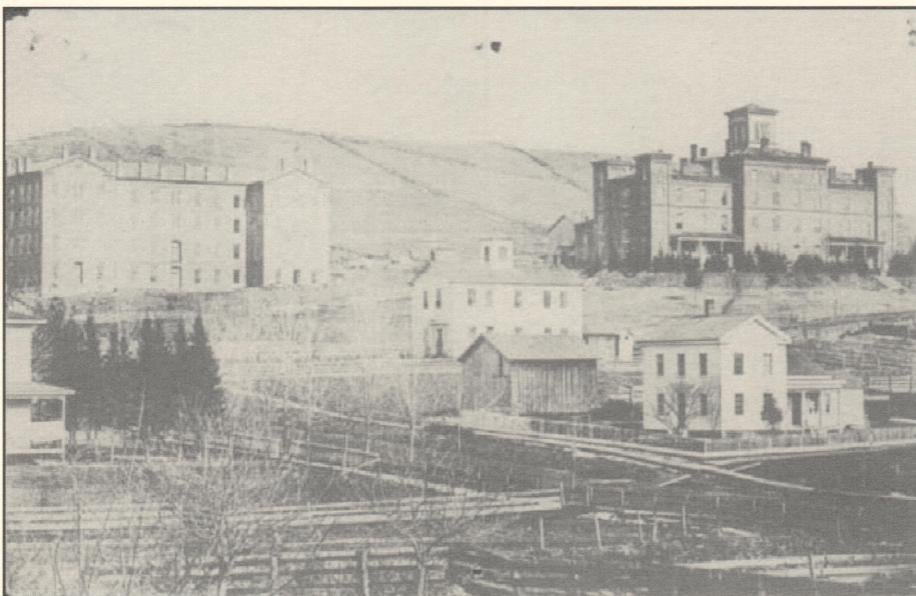
The importance of the provisions which have been made, of late, for accommodating students, renders it proper that public attention should be called to that, and other prominent facts. Besides the erection of Alumni Hall, a gymnasium building,—of ample proportions—and remodeling the old buildings, the completion of the new addition to the ladies' hall has provided a new and commodious

dining room, unsurpassed for elegance, and dormitories have been added that are without rival in the schools of the country. From plain and simple provisions of early days, the school has advanced with the demands of the times, until now there are presented accommodations and appliances in all the various departments, far beyond anything contemplated by the founders of the institution. Nor has there been any failure to move the scholastic and educational hosts forward, and place them in the very vanguard of intellectual laborers.



Main entrance to North Hall, 1905.

With the quiet, orderly town, the healthy and charming location, situated as it is in a picturesque valley, walled in by rugged hills, both North and South, the buildings supplied with pure mountain water, and every care taken to preserve the health of its occupants, there is no more desirable location for students to congregate—nor one where better opportunities for securing an education are offered. The reputation and character of its instructors, the high standard of scholarship and culture, unite in making the school a monument worthy of those who struggled for its establishment, and a credit to those whose labors, in later years, have brought about such satisfactory results.



View of Mansfield State Normal School, 1874.

THE HISTORICAL ADDRESS

Complying with the request to give a historic survey of this Institution from its inception to the present time, it will be my endeavor to set forth how it originated, what were the aims of its founders, how the struggle to erect and furnish the buildings was carried on, something of the sacrifices that were made, how well its educational progress has met the aims and desires of those who so arduously labored for its up-building, to whom credit belongs for its marvelous success, and a few suggestions concerning its future. I take it for granted that I have been chosen to present this survey for the reason that all of those who began the work and continued therein through the most discouraging and critical period of its history, I only am alive.

We are here to celebrate the fiftieth anniversary of its recognition as a State Normal School. Fifty years represents a long period in a human life, but I began almost fifty-eight years ago—it will be next month—to labor for what has resulted in the establishment of this important and magnificent Institution. Of all who began as officials, or even, as I believe, as original stockholders, I "am the last leaf on the tree." It was my fortune to be among the officers, that of Secretary, chose at the creation of its official life. This was on December 31st, 1854. At the next annual meeting I was chosen as a trustee, and from that time on until I removed from the country in 1883, I was—with the exception of one year—a trustee, either on the part of the stockholders, or on the part of the State, or president of the board—the latter service extending over twelve years. I give these facts only for the purpose of showing my opportunities through experience for a full knowledge of its history up to the date named of my departure from your midst; and I will add that since that time I have endeavored to keep in touch with its career of usefulness, which fact your Principals, the Trustees and the State Superintendents of Public Instruction will verify.

In saying all this I do not mean to be understood that I alone played an important part in its history, for that was not the fact. Many others were, in their way, as useful as I, some whom took a part which I could not have filled. We all worked in out allotted spheres, and position happened to be one that came most prominently before the public, and my longer length of life has given me, at this time, this prominence. With the foregoing by way of introduction, I will now take up the task assigned to me.

When the establishment of an educational institution here was first contemplated there has been no practical development of a Normal School system in our State, a system which has proved itself of incalculable benefit in preparing teachers for the common schools. At that time teachers for the common schools were mainly drawn from the ranks of the students attending

them, as only a few had opportunity of attending higher ones, for there were but few such in the country, and educational streams, like more material ones, are not given to flow higher than their source. There were but two academies in this country, and they were not up to the standard of our present graded schools. One who could read aloud fairly well, spell well—yet I believe there were better spellers among the teachers of the common schools of that time than there are to-day, for it was then looked upon as a disgrace for a teacher to be a poor speller—bound his or her own state, name a few of the largest cities in the world, solve a problem in simple proportion, name the different parts of speech set forth in the grammars, write a plain hand, and make or mend a goose-quill pen, was deemed competent to teach a public school. I know this from personal experience, having been a teacher for four years in this vicinity, and my examination did not call for all I have set forth. You can thus see—and the founders of the school did see at the time—how low the standard for teachers was and how inadequate were the opportunities to elevate it.

Realizing this low state of educational opportunities, the founders of the school from which this present organization sprung, set forth to establish an institution in out midst where better opportunities would be afforded not only for teachers but for others who desired more knowledge than could be obtained through the common schools. All this was fully discussed and well understood by the originators of the enterprise, but when we came to prepare articles of incorporation the attorney employed, being himself a college graduate—but none of the others were—insisted that it be given a title showing that there could be here obtained a “classical” education. This was protested against by some of us, for we claimed that such was not the primary or most important purpose sought, but the old theory was that “classics” were the basis of all important knowledge prevailed, and the name given it was “The Mansfield Classical Seminary,” and those who objected were consoled with the truth that such a name could not prevent a more practical scheme being carried out, and it fortunately has been carried out to the great advantage to all. This can be seen what was the real purpose of the founders. There was not a classical scholar among them all. They had no more use for the “classics” than they had for the last year’s almanac or for a two-year-old robin’s nest. They were content to read their Virgil or Homer, if they read them at all, in some of the excellent English translations. Nor had they discovered, and I doubt if any one can now discover, that strictly classical scholars are any more useful than other well-informed persons. They had no faith in an aristocracy of education which then prevailed to a certain extent, but which has since been regulated, and properly so, to its legitimate sphere, and which now finds itself subordinate to other branches which experience has shown to be more useful in these practical times.

You will now understand the educational environment, and we will not take into consideration what the other surroundings were, for we cannot correctly judge of the efforts and achievements unless we know what the conditions were under which the labor was performed.

The dearth of wealth was as great as that of educational facilities. The village was small and the surrounding country was not thickly populated, nor were there any wealthy people residing here or in the vicinity, and it was within a radius of not to exceed five miles that fully nine-tenths of the funds raised by subscription for the erection of the building that burned and the one subsequently erected in its place, now known as the South Hall were secured. The assessed valuation of all the property in the Borough of Mansfield in 1858 was only \$26,000, and yet the people in the territory named, off and on, gave substantially that amount for construction and some little furnishing.

About \$12,000 was raised for the first building and it was completed and school opened on the 7th of January, 1857. On the 22nd of April following that building was destroyed by fire, and that very evening the people assembled and pledged a trifle over \$4,000 additional for the erection of another larger one. The work on the new building was soon begun and carried on under many difficulties, many of which I related in an address delivered from this platform some twelve years ago. As that address was published it will not be advisable to repeat the history of those trials now, but the memory of those who bore them should not perish from the earth. In time, and after many delays and disappointments, the South Hall was partly completed and school opened only to drag along in a very unsatisfactory manner until the entire building was finished.

By this time, however, the Normal School system of the State—a system so ably planned by Dr. Burroughs, then the State Superintendent of Common Schools, that I have always wondered at the far-reaching thought of its author—had become operative and two schools, one at Millersville and the other at Edinboro, had been recognized under it. Here at last was the opportunity of the founders of the school to realize their fondest hopes and make it a school not only for general education but especially so for the preparation of teachers for the common schools of the State. I will add, however, that before any action was taken in this line I had fully canvassed the personnel of the stockholders and found them willing to give the whole property to the State, and so reported to Gov. Curtin, who could not be brought to recommend its acceptance. Failing in this, proper measures were taken and on the 12th day of December, 1862, it became the State Normal School of the Fifth District, and its name changed accordingly; and then began a career of usefulness that has not diminished but constantly increased, and I trust will continue to grow as time rolls on. A reference to its annual catalogues shows the gradual and steady increase in

attendance, and a summary discloses the fact that about 10,000 young men and women have attended, and its graduates—including the class of 1912, which numbers 130—will number 2,980, and at least 98 percent of that number have, at one time or another, been engaged in teaching, or are of class of 1912 and expect to be. And here, at last has come the gratification of the most ardent wishes of its founders and the full fruition of their fondest hopes. And has it been something worth laboring for? It has been, but a saddening realization of it comes to me that I alone of those founders am left to witness it. Where are those who worked with me, some of whom once sat on this platform with me? They are gone but their work lives and will continue to live after them. Many of them lived to see it largely successful, yet none but I have seen the fiftieth anniversary of its new birth, Do you marvel that I speak feelingly of them? If my companions in this enterprise had not labored as they did we would not be here to-day. If they had not been willing to sacrifice, if need be, all their worldly goods; if they had not toiled, and, in addition, become personally responsible for sums that, if pressed for collection, would have swept away all they had and left them still involved for large amounts, there would be no State Normal School here now. But you may ask what has this audience, composed as it is mainly of persons who never knew those who so toiled and sacrificed, and may never even heard their names, to do with such things? It has this to do with them. Outside of its material results the work that these people did should be an object lesson to every young man and woman in the land, and especially so to those who have already received and to those who, in the future, will receive its benefits. The builders of this school toiled unselfishly and without hope or expectation of any reward save that which comes from a worthy act well done. They were not only zealous but they were strictly honest and because of that honesty of purpose and nobility of character they were able to accomplish what could not otherwise have been brought about. Only once was there anything done in the management of the enterprise—and that was not done by people of this community—that was not strictly honest and upright. That exception was when some non-residents who never gave a dollar toward the erection of the buildings, or for any other proper purpose connected with it, sought to obtain control and ownership for themselves by taking advantage of our inability to meet claims that had long been mature but which the owners themselves never pushed for collection. These outsiders secured options on the claims at a ridiculously low rate by representing that it was in the interest of the school that they were seeking them and secretly secured proxies from the unsuspecting stockholders, and at the annual election ousted the whole board of officials who had worked faithfully from the beginning. Carrying out their scheme, they actually had the concern sold by the sheriff and bid it in, but fortunately the sale was set aside and at the end of the first year they in turn were all ousted by the

indignant and betrayed stockholders and the institution was again in the control of its friends. These interlopers never owned a dollar's worth of stock other than such as they purchased of some unsuspecting holder in order to become trustees and other officers. There were mainly a lot of schemers. They failed because they were dishonest, and I trust that the young men before me will see the truth of Cardinal Woolsey's declaration to Cromwell that "corruption wins not more than honesty."

As you must have observed I have thus far omitted to speak of a class of workers who at times bore many burdens and whose labors were arduous and incessant. These were the principals and the faculties under them; and although their work was separated in a measure from that of the trustees and other friends yet there was so close a connection and such a mingling of duty that it may truthfully be said that their efforts and endeavors were coequal with that of the others, although along different lines, and it is pleasant and gratifying to note that there was harmony and mutual desire for success. It has been my great pleasure to personally know all of the principals, and it is with unfeigned satisfaction that I speak praisingly of all of them. It would be gratifying to dwell on each one's labor but time will not permit. Many of them have passed away. Jacques, Landreth, Wildman, Taylor, Allen, French—associated with Prof. Allen—Streit, Verill, and Thomas are gone. Only Fradenburg, Doane, Albro, and the president incumbent, Dr. Smith, are left; and justice demands that we should revere the memory of those who are gone and pay honor to those who are living. The school's success will stand as a monument for each and every one of them. All the earlier ones were hampered by incompletely built buildings and lack of furniture and proper equipments, coupled with the further fact that the school had not yet burst into its new life, and they were unable to accomplish what they desired and otherwise would have done if their surroundings had been more favorable. Not until it became a State Normal School did it have a new life and take up the work that the times demanded. The new life really began with Prof. Allen, who started the school on the way to its final achievements. As the State gave aid the school rose higher and higher until we now witness its splendid triumph, and to the principals and faculties under them must be awarded a generous and grateful meed of praise. The standing of the school to-day attests the arduous but successful endeavors of its efficient corps of instructors and the firm hand of its faithful board of trustees.

Thus far I have dwelt mainly upon conditions and events which are past and which are the most vivid in my memory, and as I leave them to take up the present conditions I can but say of that of which I have spoken:

"O're these scenes my memory wakes,
And fondly broods with miser care;
Time but the impression stronger makes
As streams their channels deeper wear."

Because success has achieved the duty of the present and future hour is by no means discharged, for there is as great responsibility resting upon those living, who have been connected with it as students, and those now here or who may come here-after as teachers, trustees or students, as rested upon those who have brought it from the day of its first inception to the present time; and it is devoutly to be hoped that that duty will be as faithfully discharged as was that of the past times. That duty will not be properly discharged by merely sustaining the eminence and usefulness of the present day. Its eminence and usefulness should go higher. There are few things in this world of which it can be said the best has been reached. It certainly cannot be said of schools or education. Nearly all of those who conceived and, until recent times, carried on the work have been discharged from further responsibility by death or physical infirmities incident to advanced age, but there are some still in the harness as teachers and trustees, and from these we have a right to expect a continuance of their good work, for their experience will give them a better knowledge of what to do in the future; and I confidently believe they can be trusted to do it.

But these are not the only ones who have a duty to perform and a responsibility to bear. There is before me a large number of students of to-day and a still larger number are here or abroad who have enjoyed the benefits of the labors of others, who, in some way have had to do with the school. Each of these should feel as though the whole responsibility rested upon himself or herself alone. The students owe it to the school as well as to themselves to make the best of the opportunities offered. They all should endeavor to make and maintain its reputation in rank and learning as a school, and when they pass out should join the others who have gone before them in upholding that reputation by showing that their opportunities were not only fully enjoyed but were being put to good account. And not only along educational lines should all who have received instruction here "makegood," but they should see to it that the moral standing of the institution shall, at all times, be of the highest character. There have been no restrictions placed on any one here but such as have contributed to the ultimate good of both student and school. No reputable person has ever been deprived of enjoying all that any other one enjoyed or now enjoys. Rights and privileges are equal. It was my great pleasure as then State Trustee to pronounce, more than thirty years ago, the dedication of the North Hall, and these are the words that I then uttered:

"To the end that intelligence and education shall be universal; that the rich and the poor; the child of him who has power and place, and of him who treads the lowly paths of life, shall receive alike the blessings of education, the Commonwealth of Pennsylvania and he people of this community have built and now dedicate this building to the uses of education and to moral and religious instruction, and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate of the opportunities which shall be here offered," and now, after the lapse of nearly a third of a century, I do not see how I can add to its comprehensiveness, and I certainly do not desire to drop a single thought from it. I believe it expresses the purposes of its founders and the policy of the State.

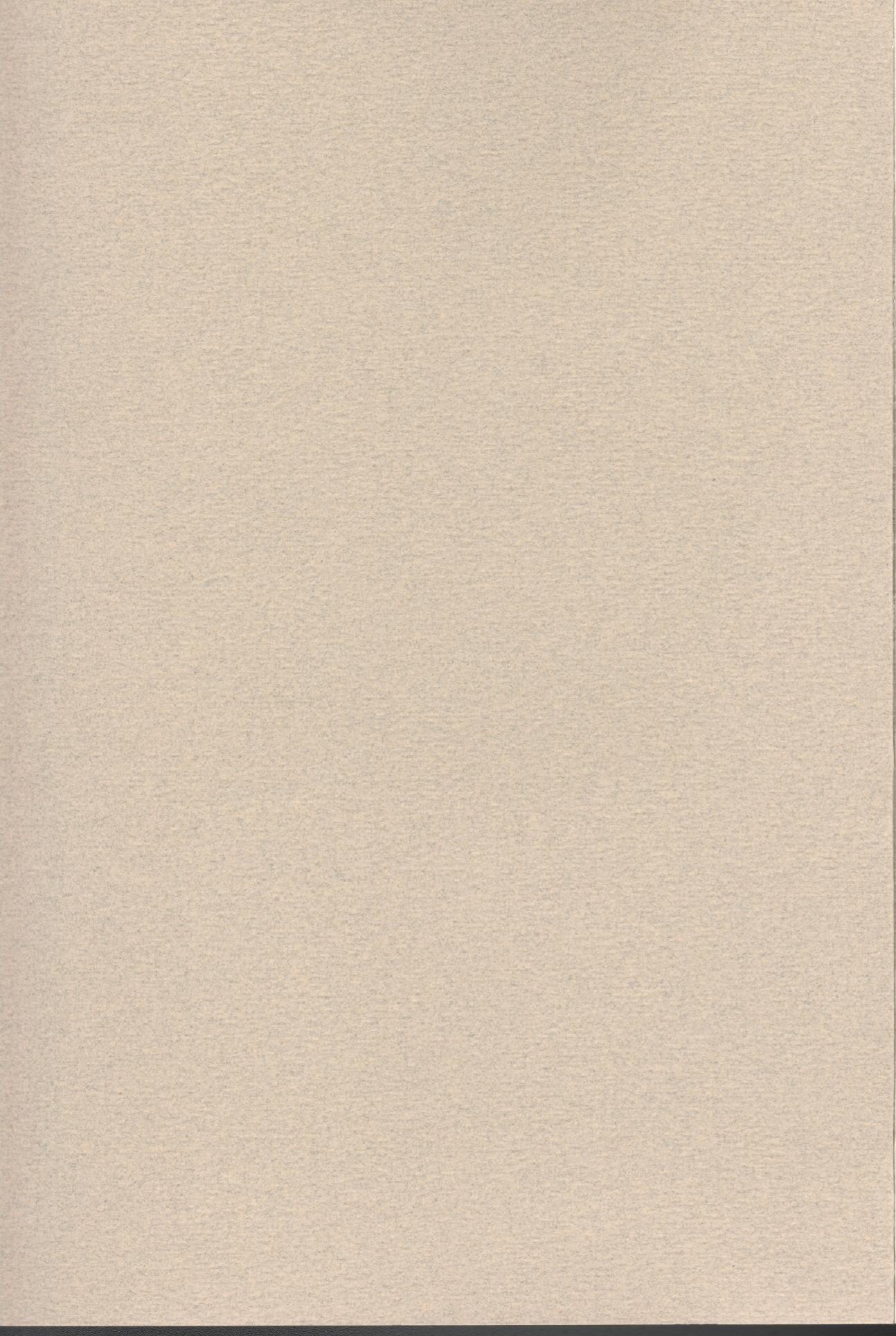
Before closing I must say to you that you should all give thanks to the generous State of Pennsylvania and to those officials who by their position, have had to do with the school. There should be nothing done to thwart or hinder those officials in their efforts to aid you. I can say, with truth unqualified, that all of them, the Governors, the State Superintendents and their Deputies, have been, and still are your warmest friends, and they will continue to be your friends just so long as you meet them with the same spirit that they manifest towards you.

But I must close. Much more could be said but I will not burden you with it. The school now stands high but my prayer is, that when the next fifty years shall have come and gone, and its centennial shall be celebrated, that still higher praise can be accorded to the State Normal School of the Fifth District.



1866

First Graduating class of Mansfield State Normal School, 1866 At the top of the group is Hannah I. Dartt. Continuing down the line are : Mary J. Briggs, Sarah A. Woodruff, James H. Bosard, and Sarah J. Shove. The line on the right shows Electa Camp, Susanna E. Conard, Adelbert R. Vermilyea, Emma A. Brewer, and Miss Frank E. Buttles. On the left are Lizzie B. Ames, Mary J. Carr, Brainerd O. Bird, Mattie J. Buchannon, and Elnora Lung.



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